



Dacusville Middle

899 Thomas Mill Rd
Easley, SC 29640

| | | |
|-----------------------|-------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 374 Students | |
| Principal | Andrew Hooker | 864-859-6049 |
| Superintendent | Dr. Henry Hunt | 864-855-8150 |
| Board Chair | Jim Shelton | 864-836-8465 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | Average | Below Average |
| 2006 | Average | Below Average |
| 2005 | Average | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

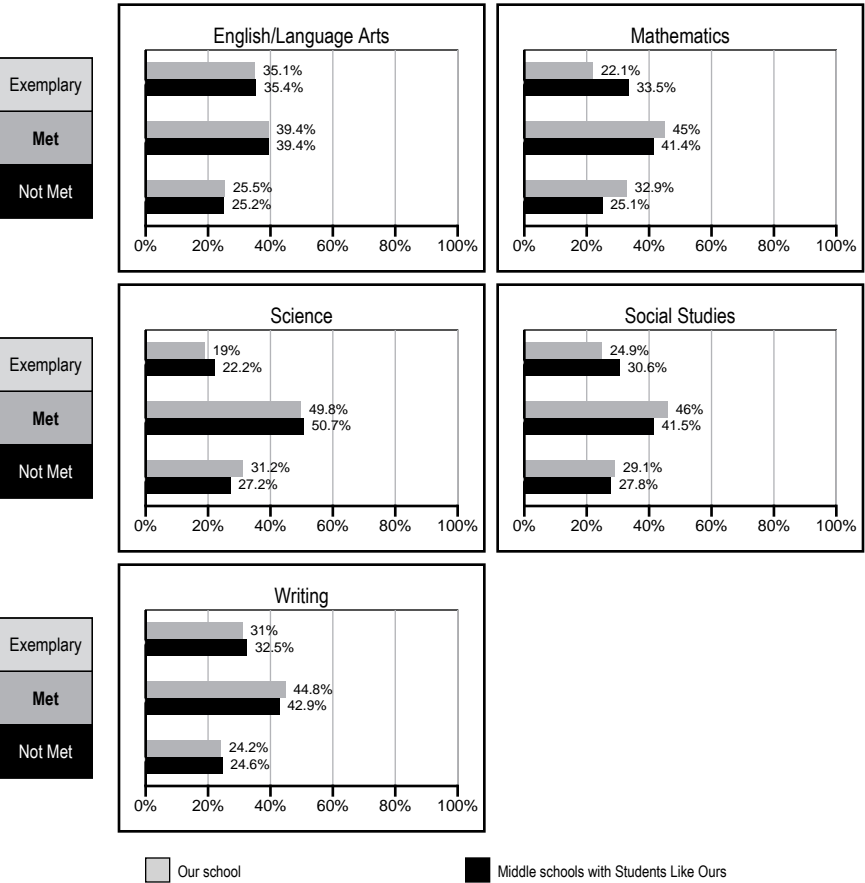
98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 2 | 10 | 31 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 95.5% | 98.4% |
| English 1 | 100.0% | 98.1% |
| Physical Science | N/A | 91.9% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 97.6% | 98.0% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=374) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 54.4% | Up from 27.5% | 26.2% | 21.6% |
| Retention rate | 0.8% | Down from 2.9% | 1.1% | 1.2% |
| Attendance rate | 95.8% | Up from 95.3% | 96.0% | 95.9% |
| Eligible for gifted and talented | 14.0% | Down from 16.2% | 19.7% | 14.8% |
| With disabilities other than speech | 11.6% | Up from 9.7% | 11.3% | 12.6% |
| Older than usual for grade | 2.4% | Down from 3.4% | 1.9% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.8% | Down from 1.6% | 0.8% | 0.6% |
| Annual dropout rate | 0.4% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=24) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 56.0% | 57.6% | 56.9% |
| Continuing contract teachers | 83.3% | Down from 88.0% | 76.3% | 72.7% |
| Teachers with emergency or provisional certificates | 4.2% | Down from 4.3% | 5.6% | 5.3% |
| Teachers returning from previous year | 95.5% | Up from 89.7% | 85.1% | 82.9% |
| Teacher attendance rate | 96.9% | Up from 93.7% | 95.1% | 95.2% |
| Average teacher salary* | \$45,959 | Up 3.1% | \$47,028 | \$46,599 |
| Professional development days/teacher | 6.8 days | Down from 7.3 days | 10.6 days | 10.8 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 24.5 to 1 | Down from 25.2 to 1 | 21.8 to 1 | 20.1 to 1 |
| Prime instructional time | 95.0% | Up from 88.2% | 89.9% | 89.9% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 91.5% | Up from 87.9% | 98.8% | 97.8% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$7,475 | Up 0.6% | \$6,963 | \$7,645 |
| Percent of expenditures for instruction** | 51.3% | Down from 53.5% | 64.4% | 63.4% |
| Percent of expenditures for teacher salaries** | 48.8% | Down from 49.0% | 57.4% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Dacusville Middle School serves a rural community located in the northeastern corner of Pickens County. We have a dedicated faculty and staff who are committed to providing a quality education. We provide a student-centered, nurturing environment in which all students may experience success. Our students attend a state-of-art facility located on a 113 acre campus. The air conditioned, handicapped-accessible school has 2 computer labs, 1 mobile computer lab, 3 science labs with Science Cows (Computer on Wheels), 1 Gym, a 200 seat cafeteria, media center with 6,872 volumes, and 24 permanent classrooms, each with Promethean Boards. The campus also includes a walking trail, butterfly garden, fish pond, and bird sanctuary.

At Dacusville Middle School we are continuing to plan strategies to improve student performance. Several strategies include: remediation, staff development emphasizing instruction, curriculum coaching, and grade level incentive programs. Dacusville Middle offers many special programs for our students including: Band, Chorus, Strings, Home Arts, Physical Education, Keyboarding, Agricultural Education, Careers, Gifted and Talented, Special Education, Alternative Education, Guidance and Counseling Services, on-site health services, educational field trips, and athletic teams including volleyball, basketball, baseball, and cheerleading. Activities at DMS include: Science Fair, Spelling Bee, Student Council, Spanish Club, FFA, Teens Influencing Peers Club, Red Ribbon Week, Accelerated Reader, Career Fair, Pageant, Dances, Concerts, Habitat Project, and Service Learning Projects. We offer Algebra I, English I, Spanish I, and Keyboarding for high school credit. Our school makes efforts to involve the community in a variety of programs including: The Habitat Project, school-business partners, volunteer training, fundraising activities, newsletter, Open House, Back to School Orientation, Parent Night, Parent Orientation, Rising 6th Grade Parent night, Walk for Education, Community Service Projects, PTO, and School Improvement Council.

Among our accomplishments in recent school years are the following:

- Palmetto Gold and Silver Award winner
- Red Carpet School
- Teen Talk School of the Year
- Palmetto Pride Award
- 1 National Board Certified Teacher
- Awarding of Habitat Grant, Champions of the Environment Grant
- Continued accreditation by Southern Association of Colleges and Schools
- Junior Scholars and Duke TIP Scholars
- Regional Science Fair: Gold and Silver Medals
- All Region Band and Orchestra
- Excellent Rating for Band at State Concert Festival

DeLynne Cox – School Improvement Council Chairperson, Ellen Smith – Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 113 | 72 |
| Percent satisfied with learning environment | 82.4% | 85.7% | 77.8% |
| Percent satisfied with social and physical environment | 94.1% | 84.1% | 81.7% |
| Percent satisfied with school-home relations | 88.2% | 86.2% | 65.7% |

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | | 5.8% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 367 | 100 | 26.6 | 39.8 | 33.5 | 82.5 | 87.9 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 183 | 100 | 36.4 | 36.4 | 27.3 | 76.7 | 85.3 | 79.3 | N/A | N/A |
| Female | 184 | 100 | 16.8 | 43.4 | 39.9 | 88.4 | 90.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 357 | 100 | 27.3 | 40.2 | 32.6 | 82.1 | 89.1 | 89.5 | Yes | Yes |
| African American | 6 | I/S | I/S | I/S | I/S | I/S | 78.6 | 73.7 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 95.6 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 82.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | N/AV | N/AV | N/AV | 41.5 | 60.5 | 52 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 82.9 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 158 | 100 | 32.9 | 39.7 | 27.4 | 79.5 | 81.2 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 367 | 100 | 34.7 | 46.1 | 19.2 | 75.1 | 83.8 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 183 | 100 | 42.6 | 40.3 | 17 | 69.3 | 82.3 | 77 | N/A | N/A |
| Female | 184 | 100 | 26.6 | 52 | 21.4 | 80.9 | 85.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 357 | 100 | 35.5 | 45.7 | 18.8 | 74.5 | 85.6 | 87.2 | Yes | Yes |
| African American | 6 | I/S | I/S | I/S | I/S | I/S | 67.7 | 66.7 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 91.1 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 80.2 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | 75.6 | 22 | 2.4 | 31.7 | 52.9 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 82.9 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 158 | 100 | 43.2 | 44.5 | 12.3 | 71.2 | 75.9 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 246 | 100 | 31.2 | 49.8 | 19 | 68.8 | 76.8 | 67.5 |
| Gender | | | | | | | | |
| Male | 118 | 100 | 40 | 44.3 | 15.7 | 60 | 76.3 | 67 |
| Female | 128 | 100 | 23 | 54.9 | 22.1 | 77 | 77.4 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 239 | 100 | 31.5 | 50.4 | 18.1 | 68.5 | 79.2 | 79.5 |
| African American | 4 | I/S | I/S | I/S | I/S | I/S | 58.3 | 50.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 88.1 | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 66.7 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 29 | 100 | 75.9 | 20.7 | 3.4 | 24.1 | 45 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 69.8 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 106 | 100 | 39 | 49 | 12 | 61 | 67.4 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 249 | 100 | 29.1 | 46 | 24.9 | 70.9 | 78.8 | 72.3 |
| Gender | | | | | | | | |
| Male | 118 | 100 | 31 | 39.8 | 29.2 | 69 | 78.5 | 71.5 |
| Female | 131 | 100 | 27.4 | 51.6 | 21 | 72.6 | 79.2 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 244 | 100 | 29.6 | 46.4 | 24 | 70.4 | 80 | 80.7 |
| African American | 4 | I/S | I/S | I/S | I/S | I/S | 68.4 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 90 | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 76.6 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 86.7 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 27 | 100 | 63 | 25.9 | 11.1 | 37 | 49.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 77.8 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 97 | 100 | 39.3 | 40.4 | 20.2 | 60.7 | 69.8 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 368 | 100 | 24.2 | 44.8 | 31 | 75.8 | 78.9 | 70.2 | 95.8 | 96.5 |
| Gender | | | | | | | | | | |
| Male | 185 | 100 | 34.6 | 44.1 | 21.2 | 65.4 | 72.2 | 63.2 | 95.6 | 96.4 |
| Female | 183 | 100 | 13.6 | 45.5 | 40.9 | 86.4 | 86.1 | 77.5 | 96.1 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 357 | 100 | 24.1 | 44.8 | 31.1 | 75.9 | 80.6 | 79.1 | 95.8 | 96.4 |
| African American | 5 | I/S | I/S | I/S | I/S | I/S | 65.8 | 57.6 | 96.2 | 96.8 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 93.2 | 86.2 | 98.6 | 98 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 69.2 | 62.6 | 94.1 | 97 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 82.4 | 68.7 | N/A | 96.2 |
| Disability Status | | | | | | | | | | |
| Disabled | 42 | 100 | 71.4 | 26.2 | 2.4 | 28.6 | 33.3 | 26.1 | 94.6 | 95.5 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | 95.5 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 73.4 | 61.2 | 96.1 | 97.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 159 | 100 | 30.7 | 46.7 | 22.7 | 69.3 | 67.9 | 58.9 | 94.9 | 95.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 111 | 100 | 29.8 | 35.6 | 34.6 | 70.2 |
| | 7 | 128 | 100 | 28.8 | 35.2 | 36 | 71.2 |
| | 8 | 128 | 100 | 21.7 | 48.3 | 30 | 78.3 |

Mathematics

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 111 | 100 | 30.8 | 45.2 | 24 | 69.2 |
| | 7 | 128 | 100 | 34.4 | 47.2 | 18.4 | 65.6 |
| | 8 | 128 | 100 | 38.3 | 45.8 | 15.8 | 61.7 |

Science

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 56 | 100 | 28.3 | 50.9 | 20.8 | 71.7 |
| | 7 | 128 | 100 | 35.2 | 49.6 | 15.2 | 64.8 |
| | 8 | 62 | 100 | 25.4 | 49.2 | 25.4 | 74.6 |

Social Studies

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 55 | 100 | 19.6 | 64.7 | 15.7 | 80.4 |
| | 7 | 128 | 100 | 39.2 | 37.6 | 23.2 | 60.8 |
| | 8 | 66 | 100 | 16.4 | 47.5 | 36.1 | 83.6 |

Writing

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 110 | 100 | 21 | 43.8 | 35.2 | 79 |
| | 7 | 129 | 100 | 24.2 | 34.4 | 41.4 | 75.8 |
| | 8 | 129 | 100 | 27 | 56.6 | 16.4 | 73 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample